



# KEY CONCEPTS IN BEHAVIOR SUPPORT PLANNING<sup>®</sup>

*Diana Browning Wright*

- ❑ *Behavior serves a purpose for the student. All behaviors, including problem behavior, allow the student to get a need met (i.e., behavior serves a function).*
  - This behavior has worked in the past, or is currently working to get something the student desires, or avoids/protests something the student wishes to remove.
    - **The BSP must identify the function of the problem behavior in order to develop a plan that teaches an alternative replacement behavior that serves the same function**
- ❑ *Behavior is related to the context/environment in which it occurs.*
  - Something is either in the environment, or NOT in the environment which increases the likelihood the behavior will occur
    - **The BSP must identify what environmental features support the problem behavior in order to know what environmental changes will remove the need to use the problem behavior.**
- ❑ *There are two strands to a complete behavior plan. Changing behavior requires addressing both the environmental features (removing the need for use of problem behavior to get needs met) AND requires teaching a functionally-equivalent behavior that student can use to get that same need met in an acceptable way.*
  - **A complete BSP must address both strands: make environmental changes that support acceptable behavior, AND specify how to teach or elicit functionally equivalent acceptable behavior. When a plan is implemented well and change is not occurring, evaluating whether both strands were addressed is a first step.**

## ADDITIONAL BSP CONCEPTS AND COMPONENTS

- New behavior must be reinforced to result in maintenance over time
  - BSP must specify reinforcement for new functionally equivalent behavior (BSP may also wish to specify general reinforcement for positive behaviors)
- Implementers need to know how to handle problem behavior if it occurs again
  - BSP must specify reactive strategies ranging from prompting the alternative replacement behavior through distraction, redirection, progressive removals, school and district disciplinary required actions
- Communication needs to be between all important stakeholders, frequently enough to result in the continuous teaming necessary to achieve success
  - BSP must specify who communicates with whom, how frequently and in what manner.